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1909-1910

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

# Northwestern State Normal School Edinboro, Pa

AUG 1 2 1910

Catalogue of the

# Northwestern State Normal School

Edinboro, Pennsylvania

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

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NORMAL HALL—ONE MORNING AFTER CHAPEL

# Calendar for 1910-1911

| | |
|---|---|
| Normal School Year begins | Tuesday, Sept. 6 |
| Thanksgiving Day | Thursday, Nov. 24 |
| Fall Term ends | Saturday, Dec. 17 |

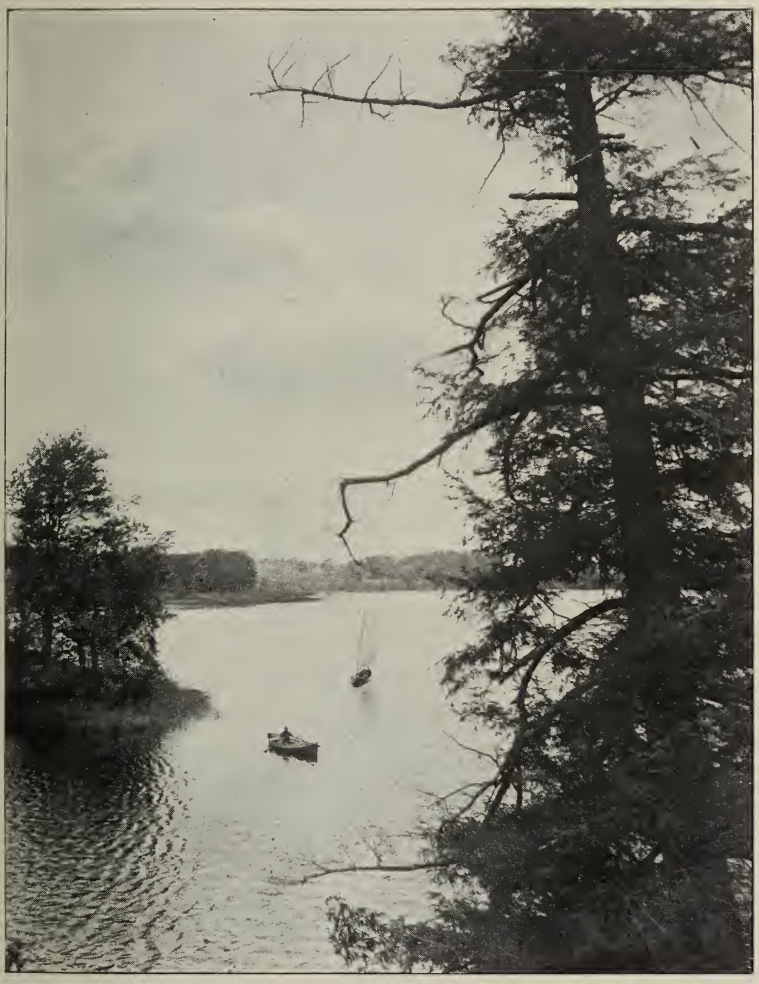
HOLIDAY RECESS.

(Saturday, Dec. 17 to Monday, Jan. 2.)

| | |
|---|---|
| Winter Term begins | Tuesday, Jan. 3 |
| Washington's Birthday | Wednesday, Feb. 22 |
| Winter Term ends | Saturday, March 25 |

SPRING RECESS.

| | |
|---|---|
| Spring Term begins | Tuesday, March 28 |
| Decoration Day | Wednesday, May 31 |
| State Examinations | Week of June 19-24 |
| Baccalaureate Sermon | Sunday, June 25 |
| Meeting of Alumni | Tuesday, June 27 |
| Commencement Exercises | Wednesday, June 28 |



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# State Department of Public Instruction

| | |
|---|---|
| Superintendent of Public Instruction - | NATHAN C. SCHAEFFER |
| Deputy Superintendents - - - | ARCHIBOLD D. GLENN<br>REED B. TEITRICK |
| High School Inspectors - - - | W. S. HERTZOG<br>C. D. KOCH |

TWELFTH NORMAL SCHOOL DISTRICT.

Counties of Lawrence, Mercer, Venango, Crawford, and Erie.

# State Board of Examiners for 1910

| | |
|---|---|
| C. D. KOCH - - - - | Department of Public Instruction |
| G. M. PHILIPS, Principal - - - - - | West Chester |
| C. G. LEWELLYN, Superintendent - - - | Fayette County |
| W. S. DEFFENBAUGH, Superintendent - - - | Connellsville |
| E. B. ZIEGLER, Superintendent - - - - | Conshohocken |
| W. N. EHRHART, Superintendent - - - | Mahanoy City |
| W. E. TOBIAS, Superintendent - - - - | Clearfield County |
| N. E. HEETER, Superintendent - - - - | Clarion County |

# Trustees of the Northwestern State Normal School

*CASSIUS L. BAKER (1912)† - - - - - - - Erie

**President.**

CHARLES G. BREVILLIER (1913) - - - - - - Erie

**Secretary.**

DAVID H. WALKER (1911) - - - - - - - Edinboro
HARRY E. CULBERTSON (1911) - - - - Edinboro
NEWTON D. HAWKINS (1911) - - - - Edinboro
*JOHNSON WRIGHT (1911) - - - - - Edinboro
*HOMER B. ENSIGN (1911) - - - - - Corydon
*JAMES D. ROBERTS (1911) - - - - Meadville
GEORGE TAYLOR (1912) - - - - - Edinboro
OLIVER P. REEDER (1912) - - - - - - Edinboro
ANDREW A. CULBERTSON (1912) - - - - - Erie
*HARRISON P. GILLETT (1912) - - - - - Erie
*RICHARD H. ARBUCKLE (1912) - - - - - Erie
*CLINTON D. HIGBY (1913) - - - - - - Erie
*DARWIN S. HARTER (1913) - - - - - Edinboro
*IGNATIUS S. LAVERY (1913) - - - - - Edinboro
NED H. GOODELL (1913) - - - - - Edinboro
OREN A. AMIDON (1913) - - - - - Edinboro

The regular meetings of the Board of Trustees are held at the Normal School on the first Saturday of each month at 2 o'clock p. m.

*Appointed by the State.
†The year his term expires.

# Standing Committees of the Board of Trustees

**Instruction and Discipline.**

CASSIUS L. BAKER (ex-officio) CLINTON D. HIGBY
NED H. GOODELL

**Grounds and Buildings.**

OLIVER P. REEDER DAVID H. WALKER
ANDREW A. CULBERTSON.

**Library and Apparatus.**

JAMES D. ROBERTS HARRY E. CULBERTSON
HOMER B. ENSIGN.

**Audit and Finance.**

GEORGE TAYLOR DARWIN R. HARTER
RICHARD H. ARBUCKLE

**Household.**

IGNATIUS S. LAVERY JOHNSON WRIGHT
CHARLES G. BREVILLIER.

**Supplies.**

OREN A. AMIDON HARRISON P. GILLETT
NEWTON D. HAWKINS

# Other Officers of the Grounds, Buildings, and School

| | |
|---|---|
| Treasurer | VERNON B. BILLINGS |
| Steward | CHARLES W. DUNDON |
| Matron | MRS. MARY HOTCHKISS |
| Registrar | LAURA L. FRANCIS |

SCIENCE HALL HAVEN HALL GYMNASIUM REEDER HALL

# Faculty*

JOHN F. BIGLER, A. B., A. M., Principal - - Meadville Street
History, Ethics, History of Education.

LEROY W. SACKETT, A. M., Ph. D. - - - Meadville Street
Psychology, Methods, Superintendent of Model School.

WALTER J. SNYDER, Sc. B. - - - - Reeder Hall
Physics, Chemistry, Zoology

HERMON SACKETT, A. B. - - - - - - Reeder Hall
Latin, French, Higher Mathematics.

ELIZABETH M. ROBERTS, A. B. - - - Reeder Hall
Latin, German, Ancient and Mediæval History.

IRA C. EAKIN, A. B. - - - - - - - Reeder Hall
Logic, English Grammar, Physical Geography, Supervisor of Manual Arts.

EMMA S. MOWREY, B. S. - - - - - Haven Hall
English Language and Literature

ORA M. THOMPSON, B. Pd. - - - - - Normal Street
History, Mathematics, Civil Government.

IRA B. PEAVY, M. Pd. - - - - - Meadville Street
Arithmetic, Algebra, Bookkeeping, Orthography, Botany, Custodian of Bookroom.

KATHERINE E. GRIFFIN - - - - Haven Hall
Reading and Elocution

MARY E. POWELL, M. E. - - - - - Haven Hall
Penmanship, Drawing, Painting.

ELIZABETH F. AYERS - - - - - Reeder Hall
Supervisor of Physical Training, Physiology and Hygiene.

EDWIN A. GOWEN - - - - - - - Reeder Hall
Supervisor of Music, Piano, Organ, Voice.

OLIVIA J. THOMAS, A. B. - - - - Haven Hall
Assistant in Music, Piano, Voice.

KAIRA M. STURGEON - - - - - Haven Hall
Critic Teacher, Supervisor of Primary Teaching.

ANNIE L. WILSON, M. E - - - - Erie Street
Librarian.

*A number of Teachers are added during the year.

JOHN F. BIGLER, A. M., Principal

# Northwestern State Normal School

The Northwestern State Normal School is located at Edinboro, a pleasant town of 750 people. Electric cars running between Erie and Cambridge Springs pass through Edinboro. The ride to the School is only twenty minutes from Cambridge Springs, and one hour from Erie. Cars run every hour.

Just north of Edinboro, touching the borough limits, is the beautiful Conneauttee Lake, a sheet of pure water fully a mile long and over half a mile wide. The grounds of the Normal School are in the southern part of the borough, five minutes walk from the lake. Edinboro has churches of most of the leading denominations, thrifty business places, good streets, well-laid walks, neat and substantial homes, and is surrounded with fine farms. The people of the borough are cultured, and conduct a good borough government. The climate is pleasant in winter, and the flowers and trees make it beautiful in summer. The water supply is pure and abundant.

In 1855 the people of Edinboro and vicinity established an academy. It was liberally supported with both money and students, and on January 23, 1861, the academy was made the second normal school organized under the law of the State. By reason of its location, it is called the Northwestern State Normal School.

When the Normal School was organized, the grounds were small, and there were only three buildings. Now there are ten buildings, most of which are fine, large structures, and the grounds have been extended until there are thirty-one acres, including the athletic fields. Recently a beautiful hall for young women, a large and well-equipped gymnasium, and an up-to-date hall for young men have been built. The grounds are planted with trees, shrubs, and flowers, and are well-kept.

## OBJECT OF THE SCHOOL.

The purpose of the State in maintaining normal schools is to aid in "the professional training of young men and women as teachers for the common schools of the State." By common schools is meant the elementary schools and the high schools

maintained at public expense, and open to all. The principals of the normal schools, with the co-operation and approval of the department of public instruction of the State, determine and adopt the course of study for the normal schools. Students who take the course of study and the training given in normal schools, and agree to teach in the common schools of the State for two years, may receive aid from the State in preparing to teach. This aid, while it depends upon the appropriation made biennially, now equals the full tuition.

The State normal school is a professional school. The aim of the school is to make the normal student as far as possible an educator. The first requisite in the discharge of this function is to inspire the student with the spirit of the true teacher.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects which are taught in the public schools. In this way he learns how to use each subject in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them.

The third requisite is that the school shall lead the normal student after the educational study of the subjects of the common school curriculum through the broader study of man—body and mind, followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education.

The fourth requisite is that the normal student shall be led to make a practical study of children. This work he does under intelligent guidance in the model school.

## REQUIREMENTS FOR ADMISSION.

Young men and young women have equal opportunity as students of the Northwestern State Normal School. The student body is composed chiefly of those who are preparing to teach in the common schools of the State. They are usually at least seventeen years of age when they enter. This is the age at which the State begins to aid them in preparing for teaching. Younger persons may enter, and not infrequently persons of

mature age attend the Normal School for the purpose of adding to their fitness to teach.

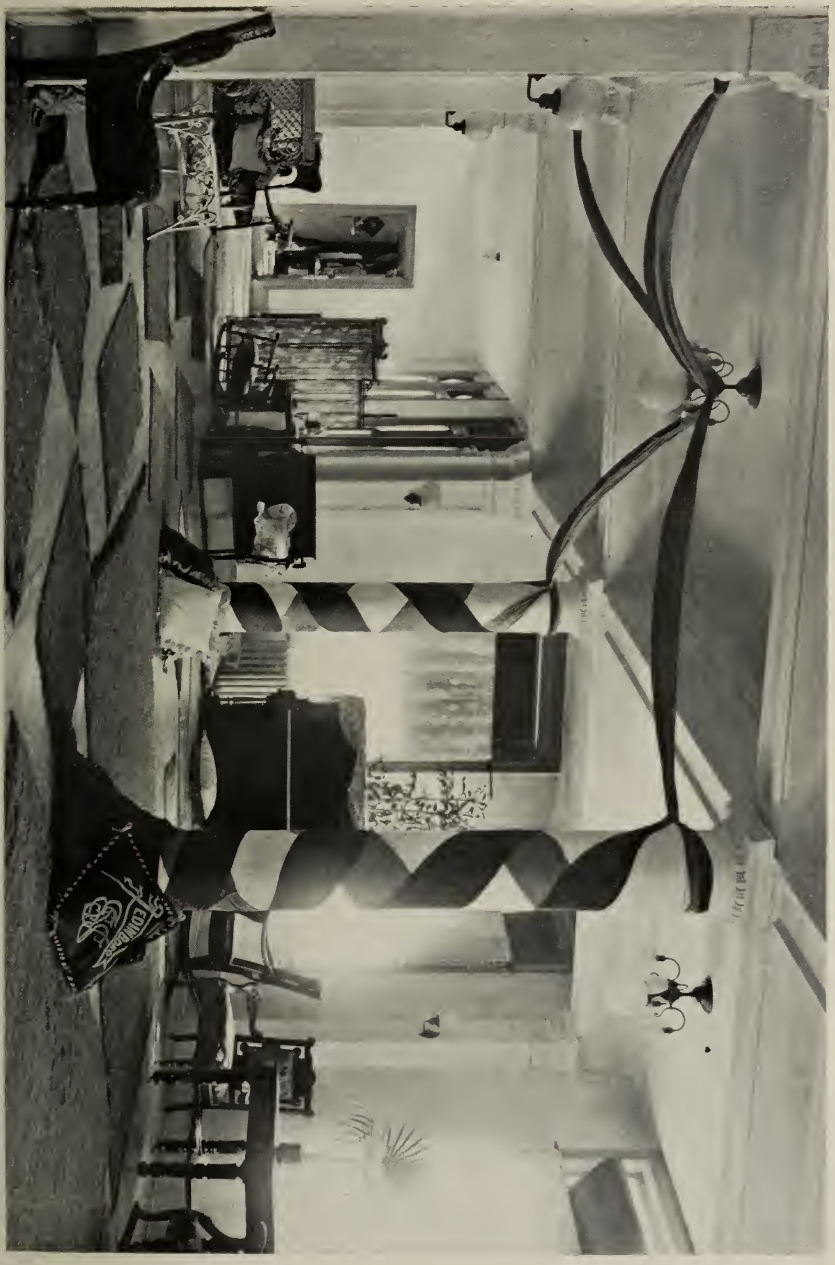
Parents who wish to send their children to the Normal School while they are still doing work in the grades may do so, and they will be enrolled in the model-school department, and here receive instruction and training under the direction of Professor Leroy W. Sackett, who recently completed his study of teaching, combined with large previous experience, in Clark University, Worcester, Massachusetts, under Dr. G. Stanley Hall.

Candidates for admission to the first year of the course of study should have a fair knowledge of Reading, Writing, Spelling, English Grammar, Geography, United States History, Civil Government, Physiology and Hygiene, and the elements of Algebra to quadratics. Unless creditable certificates are offered, the candidate will be tested as to his knowledge in these subjects. The Normal School exercises the right to know that all students who graduate from the School, and are thus licensed to teach in the common schools of the State, are capable of teaching all the subjects taught in these schools. If a student is deficient in any of them, the work intrusted to the Normal School by the State requires that the deficiency be made good; and the welfare of the young teacher requires also that this be done.

## ADVANCED STANDING.

It is the policy of the Northwestern State Normal School to give its students credit for all the work which they have done on the subjects of the course of study, and to correct any fault or deficiency that may occur in their preparation for teaching.

A candidate for admission to the work of the junior year, or the first year of the new course of study, may enter upon examination given by the faculty, or upon accepted certificate. If admission is desired to the work of any year beyond the junior year, or the first year of the new course of study, it may be obtained by presenting a recommendation for the higher standing from the State board of examiners who hold examinations annually in June at the Normal School, or by presenting certificates from approved high schools, or other institutions of learning. Candidates who have received the equivalent of a good high-school education, and those who have received part of



CORRIDOR IN HAVEN HALL

such preparation, will be given credit for the work they have done. Proper evidence of the work done should be presented to the Principal on applying for advanced admission.

A candidate who enters the Normal School on certificate will be conditioned in any subject of the course of study taken in which he is found to be deficient. Opportunity, however, will be given him to make up the deficiency.

Preparedness for teaching, and not alone time spent in the school, is the essence of the requirement for graduation from the Normal School.

Any graduate of a four years' course in a college approved by the University Council, who desires to procure a normal school diploma, may be graduated after spending one year at the Normal School in the study of subjects pertaining to teaching and in special training in the model school.

# Courses of Study

## REGULAR COURSE.

**Adopted November 8, 1900.**

### PRELIMINARY REQUIREMENTS.

Physiology, Political Geography, Spelling, and Writing, completed; Algebra through radicals; Drawing one term; Arithmetic, English Grammar, and Reading, as in ordinary text-books.

### JUNIOR YEAR.*

Pedagogics: School Management.

Language: English Grammar, Reading, Orthography, Latin to Cæsar.

Mathematics: Arithmetic, Algebra.

Natural Science: Physiology.

Historical Science: Geography, United States History, Civil Government of Pennsylvania and the United States.

Arts: Pennmanship—an approved system with a fair handwriting. Drawing—daily lessons for twenty weeks. Vocal Music—elementary principles and daily exercises for ten weeks. Bookkeeping—single entry with knowledge of common business forms.

Physical Culture.

### MIDDLE YEAR.

Pedagogics: Psychology, Methods of Teaching.

Language: Rhetoric and Composition, Elocution, three books of Cæsar.

Mathematics: Plane Geometry.

Natural Science: Elements of Chemistry, Zoology, and Botany.

Historical Science: General History.

Arts: Manual Training.

Physical Culture.

*Candidates for admission to the work of the junior year may enter upon examinations given by the faculty, also upon accepted certificates.

## SENIOR YEAR.

Pedagogics: History of Education, Methods of Teaching, Practice of Teaching in Model School (twenty weeks, forty-five minutes daily).

Language: Literature and Classics, three orations of Cicero, three books of Virgil, review of English Grammar.

Mathematics: Solid Geometry, Plane Trigonometry, Surveying, and review of Arithmetic.

Natural Science: Physics, Geology.

Physical Culture.

## SUBSTITUTIONS*

Junior Year: German or French for Latin.

Middle Year: German or French for Latin or Chemistry.

Senior Year: English History, Ethics, Logic, German, or French for Latin; German or French for Solid Geometry or Trigonometry and Surveying.

*These substitutions will be permitted to be made by candidates for advanced admission. Students who do the work in the Normal School are strongly urged to take the regular course.

AT WORK IN THE LIBRARY

## RULES FOR EXAMINATION AND ADMISSION IN REGULAR COURSE.

Candidates for admission to middle year or to senior year are admitted by examination, given by the State board of examiners at the Normal School in June.

Admission to the middle year is by examination in the subjects of the junior year, except Arithmetic and English Grammar*. Candidates who have not prepared in the Normal School are admitted by examination, given by the faculty and the State board of examiners, in the subjects of the junior year, except Arithmetic, English Grammar*, and in either Plane Geometry or Latin, including the first book of Cæsar, and they must add School Management to the required subjects for the middle year.

Admission to the senior year is by examination in the subjects of the middle year, except Methods. Candidates who have not prepared in the Normal School are admitted by examination, given by the faculty and the State board of examiners, in the subjects preceding the work of the senior year, except Arithmetic and English Grammar*, and they must add the prior professional subjects to the work of the senior year.

A candidate who gains a recommendation for admission from the State board of examiners may have the standing certified to another normal school and enter there, if he desires.

Failure to get recommendation for admission in one normal school is failure in all for that year.

Candidates for graduation may be examined in subjects in addition to the course, and have them placed on their certificates. Subjects may be added after graduation.

Attendance of at least one year is required to graduate.

*Arithmetic and English Grammar are reviewed in the senior year, and are always included in the examination for graduation.

ON THE CAMPUS

# New Course of Study

**Adopted April 21, 1910.**

(Students entering the Normal School may take this Course).

## FIRST YEAR.

| Subjects. | Number of 45-minute Periods. |
|---|---|
| Reading and Public Speaking | 50 |
| Orthography | 40 |
| Arithmetic | 100 |
| Physical Geography | 50 |
| English Grammar | 160 |
| Algebra | 160 |
| Latin | 160 |
| Ancient and Mediæval History | 100 |
| Physical Training | 80 |
| Manual Training or Domestic Science | 50 |
| Vocal Music | 50 |
| School Management and School Law | 160 |

## SECOND YEAR.

| | |
|---|---|
| English and Modern European History | 100 |
| Rhetoric, Composition, and Classics | 160 |
| Plane Geometry | 160 |
| Cæsar | 160 |
| Zoology | 50 |
| Bookkeeping | 50 |
| Botany | 100 |
| Drawing | 100 |
| Manual Training or Domestic Science | 50 |
| Physical Training | 80 |
| General Method | 160 |

## THIRD YEAR.

| | |
|---|---|
| Geography | 80 |
| United States History and Civil Government | 80 |
| American and English Literature | 100 |
| Cicero, German, or French* | 160 |

*History of Art and History of Sciences may be substituted with permission of Principal.

| Subjects. | Number of 45-minute Periods. |
|---|---|
| Physiology, Hygiene, and School Sanitation | 80 |
| Solid Geometry and Trigonometry* | 160 |
| Physics | 160 |
| Psychology and Observation of Teaching | 160 |
| Physical Training | 80 |
| Method in History and Geography | 100 |

FOURTH YEAR.

| Subjects. | Number of 45-minute Periods |
|---|---|
| Arithmetic—Review | 50 |
| English Grammar—Review | 50 |
| Chemistry | 160 |
| Nature Study and Agriculture | 100 |
| Virgil, German, or French.† | 160 |
| Elocution—Public Speaking | 50 |
| History of Education | 100 |
| Method in Arithmetic and English Grammar | 50 |
| Drawing | 50 |
| Manual Training or Domestic Science | 50 |
| Physical Training | 80 |
| Teaching in Model School | 160 |

*Geology and Astronomy may be substituted with permission of Principal.

†With advice of Principal, Ethics, Logic, and Sociology or Philosophy of Education and Surveying may be substituted.

Candidates for advanced standing may make the substitutions; but students taking the work in the Normal School are strongly urged to pursue the regular course.

# Pedagogy and Teachers' Training

The aim of the work in pedagogy and the training of teachers is two-fold—to acquaint the student with the best historical and experimental literature upon the subject with special reference to various systems of teaching, which have been evolved in the past and are now finding favor among educators, and to furnish practical experience in the model school for those who have never taught. The training is conducted under supervision, and is made the occasion for helpful criticism by teachers and associate students. It is also drawn on largely for illustrations in the study of Methods.

Psychology forms the background for all work in Pedagogy and Training, and should logically precede it. Special emphasis is placed on the psychology of the child-mind and the laws of its development. The new science of School Hygiene, not only as to sanitary equipment, danger of contagion, care of the eyes, etc., but also the hygiene of the curriculum, of methods, and of other more psychological factors, is treated as fully as time permits.

How to deal with slow, dull, and incorrigible children is made a special topic with special methods. Such subjects as school organization, school discipline, school management, etc., are each treated in one or more special lessons with collateral readings and discussions. The various agencies for child welfare are passed in review, to see how the teacher can co-operate with them and how they may be of service to schools. A special hour is set apart for private consultation with students on individual problems and difficulties. This will be found most helpful to students, and will illustrate somewhat the Batavia system of class individual instruction.

The idea that knowledge of a subject is all that is necessary for teaching is no longer practicable. Likewise, the custom of basing methods on logical sequence alone is questionable. The needs of the child, from the standpoint of the child, are the final appeal in all teaching.

A CLASS IN MUSIC

## GENERAL METHOD.

The aim in Method is to instruct the student in the general principles underlying education and effective teaching. It forms the basis of the instruction in the courses in special methods, for it fixes the rules which determine the value, position, arrangement, and treatment of the various subjects studied.

This work has to do with the meaning, necessity, and aims of education; with apperception, attention, interest, memory, judgment, reason, and habit in education; with the periods of child development; with the means, ideals, and methods of instruction; with physical education; and with the hygiene of instruction.

## HISTORY OF EDUCATION.

The study of this subject gives the student a clear view of the general trend and progress of education. It helps him to reason from cause to effect, to find the significant principles in educational systems, to make some acquaintance with educational reformers, and to appreciate in a measure the forces that are operative in our own education era.

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## SUPERVISOR'S COURSE IN MUSIC.

This course in music is one especially adapted to school work. It requires two years to complete the course. Students who have studied music before entering the Normal School will be allowed credit for the work they have done. One year at least must be spent in the Normal School.

The regular work of the course embraces one year's study of piano. Voice Culture and Singing continue through the course. The work includes the study of Notation, Sight Reading, Ear Training, Harmony, History of Music, Musical Form, Chorus Practice, Method in Music, Psychology, Training in the Model School, History of Education.

To those students who have talent for this kind of work, the supervisor's course in music offers excellent opportunity for advancement. The professional studies in the department of pedagogy combine favorably with the work in music, and de-

velop a broader ability in the student for the work of teaching music in public schools.

### ADVANCED WORK IN MUSIC.

The department of music affords special opportunity for advanced work in music. A complete course in music may be taken. This may include all of the work usually embraced in such course, with such special work as the particular student may desire, ether instrumental or vocal.

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## SUPERVISOR'S COURSE IN DRAWING.

The following special course is offered those who wish to prepare for the work of supervisor of drawing:

### FIRST YEAR.

Freehand Drawing
Perspective Drawing.
Historic Ornament.
Water-Color Painting.
Theory of Color.
Training in Model School.
Exercises in Ink and Brush Work
Constructive Drawing.
Blackboard Drawing.
Theory of Design.
Methods of Drawing.
History of Art.
Psychology of the Content, Grammar, and Technique of Drawing.

### SECOND YEAR.

Constructive Drawing.
Clay Modeling.
Water-Color Painting.
Graded Illustrative Work.
History of Art.
Details of Supervision.
Training in Model School.
Geometrical Drawing.
Raffia Work, Basketry, Sewing.
Theory of Design.
Time Sketches in Pencil and Charcoal.
Psychology of Form—Its Place in Education.

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## VOCAL EXPRESSION.

The department of expression aims to develop imagination, sympathy, concentration, and continuity of thought; to develop the student's love and appreciation of literature; to present proper methods of dealing with the vocal interpretation of various forms of literature; to teach the student how to give practical,

oral, and written expression to his own constructive thinking; to acquire for the student correct and cultured speech; to free all avenues of expression, so that thought and feeling may speak through them directly and convincingly.

For the young men special emphasis is placed on extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body. They are also taught the principles of debating and public speaking.

## SPECIAL COURSE IN ELOCUTION.

### FIRST YEAR.

Physical Culture—Exercises for health, strength, and beauty. Proper standing, sitting, walking, etc. Responsive drill. Pantomime.

Voice Culture—Physiological study of the instrument of voice; correct breathing; exercises to develop freedom, resonance, range, purity, and radiation.

Expression—Volumes I and II, Evolution of Expression; analytical and interpretive study of selections in these volumes; biographies. Shakespeare—Literary and interpretive study of "As You Like It."

Gesture—Study of gesture in its relation to expression. Exercises to develop freedom of body; the principles of affirmation and negation; modes of motion; planes of gesture, etc.; critical study of the hand and foot.

### SECOND YEAR.

Physical culture—Continuation of first year's work; æsthetic drills; Emerson system of physical culture; pantomime; responsive drill.

Voice culture—Work along atmospheric lines; animation, smoothness, simplicity; review physiology of voice; exercises for musical quality of the speaking voice.

Shakespeare—Literary and interpretive study of "Hamlet" and "Merchant of Venice."

Expression—Volumes II and IV, Evolution of Expression; recitals.

Impersonation—Theory and philosophy of the subject; examples and practice.

Gesture—Continuation of first year's work; practical application of the same.

Dramatic Art—Rules of stage management; play rehearsals; make up.

Oratory—Public speaking, impromptu and prepared addresses; debate.

A CLASS IN ELOCUTION

## ENGLISH LANGUAGE AND LITERATURE.

Language as a mode of expression of thought—language of action and conventional language, sign, oral, and written—is studied from the teacher's standpoint; the spoken word, its elementary sounds, syllabification, and accent, with their bearing upon correct pronunciation; the written word, the relation between sound and symbol, and their bearing upon correct spelling; etymology, briefly as a key to the meaning of new words; elementary composition, oral and written, with reference to choice of words, letter-writing, social forms, and general construction.

The student is led to a course of individual reading with careful study of selected works, discussion of themes, practice in writing and speaking, leading to the development of literary sense and the power of literary expression. In the study of the history of the language simple types of narrative, emotional, and reflective poems are used. More elaborate poetry is studied. In the study of prose, the writings of Bacon, Addison, Lamb, Irving, De Quincey, Ruskin, and Emerson are included.

The prime object in the study of language and literature is to know the language and literature, to be able to use the language in its fullest and most beautiful sense, and to develop the ability and taste to know what is good literature, and to enjoy it.

The study of Literature includes the following course in reading and study:

**Junior Year.**—The Sir Roger de Coverley Papers in The Spectator; Goldsmith's The Vicar of Wakefield; Lowell's The Vision of Sir Launfal; Coleridge's The Ancient Mariner; and Franklin's Autobiography.

**Middle Year.**—Scott's Ivanhoe; George Eliot's Silas Marner; Irving's Life of Goldsmith; Shakespeare's As You Like It; and Tennyson's Gareth and Lynette, Lancelot and Elaine.

**Senior Year.**—Burke's Speech on Conciliation with America; Webster's First Bunker Hill Oration; Scott's Lady of the Lake; Macaulay's Life of Johnson; Milton's Lycidas, Comus, L'Allegro, Il Penseroso; Shakespeare's Merchant of Venice; and Tennyson's Idylls of the King.

## LATIN.

This subject is studied mainly for the purpose of increasing the power of expression in English by careful and accurate translation; also by constant study of etymology and derivation to gain a knowledge of the meaning of English words derived from Latin. A greater linguistic resource can be acquired by studying two languages than by studying one, and as Latin answers all of the demands for a good language to study with English, it keeps its place as a part of the work of the student in language study.

## PHYSICS AND CHEMISTRY.

Students first take up the qualitative study of the elements of these subjects to become acquainted with the underlying principles. They learn to interpret common phenomena—the production of dew, fog, clouds, rain, frost and snow, ocean and atmospheric currents, land and sea breezes, floating of ice, tides, rainbow, twilight, eclipses, echoes, lightning; and to understand common instruments, machines, and processes—pumps, siphon, waterworks, barometer, thermometer, heating of buildings, production of artificial cold, use of double walls and windows, musical instruments, steam and gas engines, microscope, electric bell, telegraph, telephone, electric lighting, wireless telegraphy, flying machine. Following the qualitative work and its usefulness and value as an instrument of education, quantitative work is taken up—general measurements and in the mechanics of solids and gases, graphical expression of results, solution of problems and practice in the preparation of and presentation of subjects, followed by the study of important principles in acoustics, optics, heat, magnetism, and electricity; solution of problems; laying out of subjects; preparation of apparatus and teaching by students; collateral reading and acquaintance with best books on physics.

The work in chemistry is begun by the laboratory study of air, fire, water; of alkalis, acids, salts; of common metals and alloys. This is followed by the study of common minerals, rocks, and soils, with application to agriculture. Constant correlation with elementary chemistry, geography, and nature

study is had. The uses of mineral bodies in manufacturing and building, and for decorative purposes; of minerals, rocks, and soils in their relation to plants, animals, and man are studied. Laboratory exercises are given, to teach the method of determining the physical and chemical properties of mineral substances, to learn how to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique.

## BOTANY AND ZOOLOGY.

This work includes the study of seed distribution and germination, plant growth and habits, the influence of adaptibility in competition, cohesion and adnation in production of seeds, the common trees, lichens, mosses, and ferns, the land birds of the vicinity, the metamorphosis of insects, and lessons on domestic animals. Plants from the simple to the more complex types are studied; also the power of adaptibility of each type, experiments in growth, digestion and plant propagation, and analysis of plants, followed by microscopic study of types in each division of flowerless plants, tracing the advance in vegetative and reproductive structure.

The types of animals are studied; variations of each type in its adaptation to environment; plans of development and general classification. Students may pursue the study to include field and laboratory study of the life of animals, which may be recorded and illustrated, with practice in preparing mounts for microscopic study.

## PHYSIOLOGY AND HYGIENE.

The following lines of work are pursued:

The study of the human body as a whole, for its external and structural parts, its general plan, and its building materials. Laboratory work, for a knowledge of tissues, structures, and processes.

The various systems of the body—the essential facts of anatomy, the functions of the various systems and organs, the fundamental laws of health, with special attention to the digestive and nervous systems.

Effect of alcohol and narcotics.

GROUP OF Y. M. C. A. BOYS

Foods and food values.

The principles of sanitary science—ventilation and heating; plumbing and drainage; water and milk supply; bacteria in relation to disease; contagion and infectious diseases; school hygiene.

## GEOGRAPHY AND GEOLOGY.

What the earth is and how changes are wrought, and the agencies producing changes in the crust of the earth, are taken up. The theories of the structure of the earth are studied, with emphasis on local geology. Each student studies rocks and soils, make collections, and classifies them.

In geography the following subjects are studied:

The earth as a planet, the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution.

The atmosphere—laws of climate, the ocean as a modifier of continents and climate, and a great commercial highway, the evolution of topographic forms and the uses which man makes of them, the people in their industrial and institutional life, important facts of locational geography, with study of reference books, pictures, maps, charts, and instruments.

## HISTORY.

A brief study is made of English institutions which have shaped our history, of the conditions of the Old World which led to the settlement of America.

In the study of American history the great periods of development are recognized and made the basis of the work. Political and industrial conditions and sociological influences are taken into account in determining the problem to be worked out. The great crises, the influence of leaders, the relations of the environment to the activities of the people, and the final result at the time and its bearing on the future, are considered. The chief purpose being to understand the great movements in history, and to apply what is learned to the understanding of the social problems of to-day, to emphasize the value of civic service on the part of each individual.

In the study of General History, the larger aim is to learn the principles of historical development, as derived from the development of human society in the Oriental, Classic, and Teutonic nations.

## ARITHMETIC AND ALGEBRA.

The utility of Arithmetic demands that it be well taught. It is one of the two common branches that is continued through the course of study and made one of the subjects in the final examinations. The principles of the subject are clearly taught and accuracy and skill are attained in the computations. The best methods of producing these results in scholars of the common schools, and the great need of making this branch of study always accurate and available, are impressed upon those preparing to teach. Students are taught the applications of arithmetic.

The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics, and other subjects in the course of study. Algebra is considered as an extension of arithmetic, and also as preliminary study to higher mathematics.

## GEOMETRY AND TRIGONOMETRY.

The definitions of forms are clearly established. Geometric forms in nature and architecture are observed. Syllogistic reasoning is explained and applied. Typical propositions are used to illustrate. The axiom is studied in all its bearings. The principles of the subject are carefully explained and demonstrated. Upon this basis observational, inventional, and demonstrative geometry is considered, with special attention to the correlation of arithmetic, algebra, and geometry. Geometry is applied to practical life with reference to facts and principles used in the industries.

The principles of Trigonometry are applied to finding distance, and areas.

## TEXT BOOKS.

The Normal School has a bookroom. Students may purchase the text-books used in the school at a little above the whole-

sale price, or rent them at a small cost. It is better for students to own the more important text-books, for after they have studied them the books will have a special value to them.

The following list includes the text-books used in the school, but changes are made whenever other books will better serve the purpose of the school:

Arithmetic—Durrell and Robbins, Dubbs, Hamilton, Wentworth. Algebra—Durrell and Robbins, Wentworth, Milne; Astronomy—Young; Bookkeeping—Saddler and Rowe; Botany—Andrew; Chemistry of Soils—McBride; Civil Government—Higby; Drawing—Prang: English Grammar; Reed and Kellogg; Ethics—Peabody; French—Chardenal; Geography—Tarr and McMurray, Maury; Geology—Brigham; German—Kayser and Monteser; Geometry—Wentworth, Durrell; United States History—Montgomery; English History—Manchester; General History—Myers; History of English Literature—Halleck; History of Education—Seeley; Latin—Pearson, Allen and Greenough; Logic—Hill-Jevons; Methods of Instruction—Garlick; Physics—Hoadley; Physiology—Culler; Psychology—Halleck, Dexter and Garlick; Reading—Emerson's Expression; Rhetoric—Lockwood and Emerson, Brooks and Hubbard; Trigonometry and Surveying—Wentworth; Vocal Music—Educational Music Course; Zoology—Herrick.

The following text-books will be used the coming year in the department of Pedagogy and Teachers' Training:

The Educative Process—Bagley; Class room Management—Bagley; Principles of Education—Thorndike: Social Education—Scott; School Hygiene—Shaw; Fundamentals of Child Study—Kirkpatrick; Youth: Its Education, Regimen and Hygiene—Hall; Essays on Educational Reformers—Quick; History of Education—Monroe.

CUP WON IN CONTEST BETWEEN LITERARY SOCIETIES

## EXPENSES

| | School Year 41 Weeks | Fall Term 15 Weeks | Winter Term 12 Weeks | Spring Term 14 Weeks | Per Week |
|---|---|---|---|---|---|
| Of Student Living in the School: Tuition, Board, Furnished room, Heat, Light, and Enrollment Fee* (not including laundry) | $222 00 | $80 00 | $66 50 | $75 50 | $5 75 |
| After deducting State Aid† | 160 50 | 57 50 | 48 50 | 54 50 | 4 25 |
| Of student not Living in the School: Tuition and Enrollment Fee | 67 50 | 24 50 | 20 00 | 23 00 | 1 50 |
| After deducting State Aid | 6 00 | 2 00 | 2 00 | 2 00 | |
| Of Student in Model School. | (At present Model School Students are admitted free.) | | | | |
| Of Special Student in Music: Full Course | $75 00 | $26 00 | $24 00 | $25 00 | $2 50 |
| **Class Lessons,** Two in a Class: Two Lessons per week, Instrumental or Vocal | 45 00 | 16 00 | 14 00 | 15 00 | 1 25 |
| One Lesson per week, Instrumental or Vocal | 28 50 | 10 50 | 8 50 | 9 50 | 80 |
| **Private Lessons:** Two Lessons per week, Instrumental or Vocal | 54 00 | 19 00 | 17 00 | 18 00 | 1 50 |
| One Lesson per week, Instrumental or Vocal | 36 00 | 13 00 | 11 00 | 12 00 | 1 00 |
| Lessons in Harmony and Counterpoint (2 per week) | 11 50 | 4 00 | 3 50 | 4 00 | 30 |
| Solfeggio, Sight Reading, History of Music, etc. (1 lesson a week) each | 4 50 | 1 50 | 1 50 | 1 50 | 15 |
| Rent of Piano (1 period, 40 min. a day) | 6 00 | 2 00 | 2 00 | 2 00 | 15 |
| Rent of Piano (2 periods a day) | 9 00 | 3 00 | 3 00 | 3 00 | |
| Rent of Piano (3 periods a day) | 12 00 | 4 00 | 4 00 | 4 00 | |
| Public School Music | 30 00 | 11 00 | 9 00 | 10 00 | |
| Of Special Student in Art or Elocution: Two lessons per week | 41 00 | 14 00 | 13 00 | 14 00 | 1 25 |
| One lesson per week | 22 00 | 7 50 | 7 00 | 7 50 | 80 |
| Supervisor's Course in Drawing | 27 00 | 10 00 | 8 00 | 9 00 | 1 00 |

*An enrollment fee of $2.00 a term is charged students, which pays for the Lecture Course. Students for a half term or less pay half the term enrollment fee; for more than a half term, the full term enrollment fee.

†For each student over seventeen years of age who shall sign an agreement binding himself to teach in the common schools of the State two full annual terms, there shall be paid $1.50 a week in full payment of tuition, provided that during the time allowance is drawn he shall receive instruction in the science and art of teaching. Only students taking the regular course of study, and such other students as are preparing to teach, are eligible to State aid. This aid, while it depends on the appropriation made biennially, now equals the tuition in the regular course.

Payment of tuition, board, etc., is required to be made each term in advance (one-half the term expense may be paid on entering, and the other half at middle of term, if desired).

Students pay for books, stationery, sheet music, and materials used in the laboratory. These articles are furnished by the school at a little above the wholesale price.

No deduction will be made for absence, except table board, if a student is absent two weeks or more from satisfactory cause. No deduction will be made to students entering within the first week, or leaving within the last two weeks, of the term.

CLINONIAN SOCIETY GROUP

## EXERCISES IN CHAPEL.

The students of the school meet each morning and take part in religious exercises. These exercises are of the broadest nature and are wholly non-sectarian. The singing is under the direction of the Supervisor of the department of music.

Special attention is given at these meetings to the teaching of moral and social duties. Crowded as school courses are now, with so much to learn, the teacher is pressed for time. He can not give attention in class-room to the bearing which knowledge has on life, or to the teaching of lessons in righteousness.

With all this press for time, we should not let morality stand as a mere article in the educational creed; it should be made a working principle in educational practice. The moral and ethical side of life is a matter of education. Horace Mann, in his teaching, insisted that education is the only force that can elevate character.

It is not well to permit a decadence of moral fiber. Students should be taught to know what is right, and to have the will to do it. The exercises in chapel in which the whole school take part, are particularly helpful in this regard. The busy class-room deals with the intellectual content of the curriculum; but the exercises in chapel, the work of the societies of the school, and the religious meetings of the students, help to keep the life of the school up to the ideal of Doctor Arnold of Rugby, who taught that the highest ethical results come from active moral thoughtfulness and devotion to duty.

## CHRISTIAN ASSOCIATION.

The normal school is conducted in the belief that Christian faith is a Light that illumines the way to the highest culture, and it uses the means which foster a Christian life in its students. The school is non-sectarian in its management and instruction. The students are expected to attend the church which they would attend if they were at home, and to attend the religious exercises of the school.

The students have religious organizations—the young men, the Young Men's Christian Association, and the young women, the Young Women's Christian Association. There is also a

STUDENT BOARD OF THE Y. M. C. A.

Young People's Missionary Society, and the Students' Prayer Meeting is held every Sunday evening at six o'clock.

## LECTURE COURSE.

A course of lectures and entertainments suited to the work of the school is given the students each year. Men and women of ability present to them on these occasions high ideals of life. It is best perhaps to travel, to visit places of interest, and to see great men and women in their home surroundings; but the next best thing—and something that students may all have the benefit of—is to bring learned men and women, and representations of things and places of interest, to the students, so that they may see them and hear them, and thus widen their knowledge of the true and beautiful things of the world.

The enrollment fee, which students pay on entering the normal school, is used to defray the expense of maintaining the lecture course. By so doing, all the students of the school have the pleasure and advantage of this instruction.

## LIBRARY.

The library of the Normal School contains 12,000 volumes. The books have been chosen with much care. They are chiefly educational. The books are catalogued, and the librarian who is present in the library during the entire day, assists students in the choice of books, and in finding any date that they may need in the preparation of their lessons.

The large room is well-lighted, and is provided with conveniences for study, and students are permitted to use the room for that purpose.

## MUSEUM.

The museum contains the Ennis collection, and a large number of interesting specimens which have been added from time to time. A collection of marine invertebrates from the Smithsonian Institution has been recently received.

STUDENT BOARD OF THE Y. W. C. A.

## LABORATORIES.

The school is supplied with apparatus suited to the study of physics, chemistry, geology, and mineralogy, and globes, maps and other apparatus for geographical study. The industrial laboratory is furnished with manual training benches, tools, and special apparatus. The drawing rooms have tables for drawing and fine examples of casts and models for teaching the various departments of manual arts.

## STUDENTS' BAND.

Among the young men who attend the Normal School there are many who play some instrument, and also a number who have musical talent, but who have never improved it any. These conditions have given the school a Students' Band. It owns its own instruments, and its creditable reputation extends even beyond the school.

Young men who attend the Normal School may join this band, and take part in the study and practice of music which it conducts. A member of the faculty is director, and the band always takes part in the musical exercises of the school. Very often it plays on public occasions in the town, and at places within convenient distance from the school.

## ATHLETIC RECREATION.

The large grounds of the Normal School furnish excellent facilities for out-door sports—baseball, football, tennis, and track athletics. These sports are conducted by the students, under the direction of a committee of the faculty. Student teams of baseball and basketball vie with each other for supremacy, and on proper occasions contest with other schools.

The young ladies have their tennis courts, and basketball teams, and take a lively interest in the athletic exercises of the school.

In the work of the gymnasium the whole field of gymnastics suited to school work is covered. The director in this department is particularly well fitted for the work, and is an accomplished athlete herself. The new gymnasium is finely equipped with modern apparatus.

PHILO SOCIETY GROUP.

## LITERARY SOCIETIES.

The rhetorical and literary work of the school is greatly encouraged by the four literary societies—the Potter, Philo, Clionian, and Agonian. The membership of each society is limited to fifty. This is as large a number of students as can be in a society and give to each member opportunity to do a proper amount of work. As membership is gained by good standing in the school, there is some strife and an honor in joining one of these bodies. Practically every student becomes a member for a year or more before graduating from the school.

All of the literary societies are managed by the student members under the advice and with the assistance of the faculty. They each have a private room, fitted up and furnished neatly, in which they hold the meetings, except those open to the public. These meetings are held in Normal Hall. The public exercises of the societies reflect credit upon the students.

The work consists of the usual parliamentary training of such bodies, reading of essays, conducting of debates, delivery of declamations, and the staging of easy plays of literary value. At the close of each year the four societies meet in a joint contest, consisting of orations, essays, and debates. The work of the year is largely stimulated by this final effort, and much creditable work is done.

## VISITORS AND CORRESPONDENCE.

The Normal School is always open to the public. Parents and friends of students, school directors, superintendents, teachers, and any others who are interested in seeing the method and work of the school, are cordially invited to come at their convience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

Superintendents and principals of schools may help young people who have the aptitude and fitness for the work by encouraging them to attend the Normal School and make special preparation for teaching.

## DISCIPLINE.

The discipline of the school is as nearly voluntary as possible. Students are expected to conduct themselves properly

A SOCIETY BASKET BALL TEAM

to do without compulsion what is expected of ladies and gentlemen, and to refrain from improprieties.

## REGULAR ATTENDANCE.

Regular and punctual attendance is required of every member of the school. Such attendance is doubly helpful to the student, it assures him most from his school work and forms the habit of industry which promotes success in whatever he undertakes.

Students must not make arrangements involving absence from any school exercise, without previously obtaining permission. Students who are necessarily absent must make up the work. Punctual return after any recess or vacation is necessary in order to do the work required.

When a student finds it necessary to withdraw from the school, he must return the books and other property of the school and receive regular dismission.

## NORMAL DIPLOMA.

A graduate in the regular course is given a certificate in which are named the subjects in which he has been found qualified. This certificate licenses him to teach in the common schools of the State for two years without further examination.

After teaching the two years he may receive a certificate of competency in the practice of teaching. This diploma licenses him to teach in the common schools of the State for life.

## SUGGESTIONS TO PROSPECTIVE STUDENTS.

Indecision keeps more young people from becoming successful than obstacles do.

If you want an education, begin by doing well the work of your home school, and then go to a higher institution of learning. The Northwestern State Normal School invites you to become one of its students. It offers you a pleasant and accessible location, fine buildings, large and beautiful grounds, a good library, a new and fully equipped gymnasium, liberal courses

AGONIAN SOCIETY GROUP

of study, helpful instruction, a fine student body, board and room at a very low cost, and the State will aid you in the matter of tuition.

If you live in one of the Halls, which is required by the school, unless you room outside the school by special arrangement, you will have the benefit of the association of the larger number of students, will become better acquainted with the teachers, and will be able to give all of your time to your studies.

Students, rooming in one of the Halls, furnish their own table napkins, towels, sheets, and pillow cases. It is well to bring the more important text-books that you used in school. You will find it convenient to have them with you. The usual reference books and tools for a student's table will be found very convenient.

It is best to enter at the opening of the school year, but if you do not find it convenient to do so, begin at the opening of any term. The school will admit you, however, whenever you come.

When you reach the trolley line at either Cambridge Springs or Erie, check your trunk to Normal School, Edinboro, and it will be put off the car at the school. On arriving go to the office of the school. There you will receive all instructions needed.

# Students*

## GRADUATES OF 1910.

### Females.

Achenbach, Lucile..... Kincaid, Va.
Adsit, Violet..... Conneaut Lake, Pa.
Alden, Mabel..... Girard, Pa.
Austin, Velma..... Edinboro, Pa.
Amidon, Ethel..... Edinboro, Pa.
Bailey, Viola..... Kane, Pa.
Baldwin, Choice..... Union City, Pa.
Baron, Gertrude..... McKean, Pa.
Bartruff, Jeanette..... Franklin, Pa.
Bentley, Edna B..... Meadville, Pa.
Brown, Gertrude K..... Greenville, Pa.
Carrier, Edith..... Cambridge Springs, Pa.
Carroll, Ruby..... Union City, Pa.
Casey, Mary..... Corydon, Pa.
Castle, Pearl..... Centerville, Pa.
Cokain, Zella..... Kennerdell, Pa.
Cunningham, Gertrude..... Edinboro, Pa.
Daniels, Mattie J..... Guys Mills, Pa.
Drake, DeEtta..... Cambridge Springs, Pa.
Depew, Della..... Cochranton, Pa.
Dilley, Eva..... Erie, Pa.
Drury, Mary..... Girard, Pa.
Dunn, Lela..... Utica, Pa.
Edwards, Zoe..... Riceville, Pa.
Elliott, Edna..... Franklin, Pa.
Englehaupt, Georgia..... Edinboro, Pa.
English, Edna..... Saegertown, Pa.
Feasler, Pearl..... Erie, Pa.
Freeman, Maude..... Cambridge Springs, Pa.
Flick, Louise..... Meadville, Pa.
Fox, Leah..... Edinboro, Pa.
Galey, Lulu..... Kennerdell, Pa.
Garwood, Iva..... Linesville, Pa.

*Any person who desires a list of the alumni of the Normal School will receive same by sending for a catalogue of 1909. The number has become so great that it is impracticable to publish the names each year.

Geer, May Anita ..... Edinboro, Pa.
Ghering, Mabel ..... Edinboro, Pa.
Goodrich, Florence ..... Edinboro, Pa.
Goshorn, Mary ..... Cambridge Springs, Pa.
Harned, Cecile ..... Edinboro, Pa.
Hawkins, Susie ..... Saegertown, Pa.
Hess, Henrietta ..... Girard, Pa.
Hill, Mabel ..... East Sandy, Pa.
Himebaugh, Laura ..... Centerville, Pa.
Hinkson, Millie A ..... Union City, Pa.
Hinkson, Sadie ..... Union City, Pa.
Howland, Hazel ..... Edinboro, Pa.
Howland, Hazel ..... Edinboro, Pa.
Isherwood, Ruth ..... Cambridge Springs, Pa.
Kelley, Ethel ..... Cranberry, Pa.
Kineston, Marian E ..... Carlton, Pa.
Kingsley, Anita ..... Cambridge Springs, Pa.
Kline, Emma ..... Edinboro, Pa.
Klinestiver, Ruth ..... Sheffield, Pa.
Leach, Ada ..... McMechen, W. Va.
Lewis, Mary E ..... Edinboro, Pa.
McCreary, Ruth ..... Erie, Pa.
McCoy, Viola ..... Kane, Pa.
McCullough, Jeanette ..... Saegertown, Pa.
McDaniel, Emma J ..... Mishawaka, Ind.
McKinney, Claudine ..... Franklin, Pa.
Miller, Edna ..... Cranberry, Pa.
Mitchell, Maude ..... Wattsburg, Pa.
Mumford, Eva ..... Cambridge Springs, Pa.
Nelson, Kathryn ..... Oswayo, Pa.
Neyland, Mary ..... McKean, Pa.
Nicklin, Clara ..... Oil City, Pa.
Pratt, Almena ..... Westfield, N. Y.
Pratt, Mabel ..... Girard, Pa.
Perr, Edna ..... Ten Mile Bottom, Pa.
Peters, Mildred ..... Meadville, Pa.
Pettigrew, Ruby ..... Guys Mills, Pa.
Pond, Gladys ..... Townville, Pa.
Purucker, Anna ..... Cambridge Springs, Pa.
Quick, Edna ..... Punxsutawney, Pa.
Ramsey, Fannie ..... Volant, Pa.
Randall, Grace ..... Russell, Pa.
Reed, Amelia ..... Edinboro, Pa.
Reed, Sophia ..... Edinboro, Pa.
Rusterholtz, Mildred ..... McKean, Pa.
Ryan, Adella ..... Saegertown, Pa.
Sayre, Treva ..... Townville, Pa.

Schout, Rubetta.....Greenville, Pa.
Schulte, Norma.....Springboro, Pa.
Scowden, Viola.....Franklin, Pa.
Smith, Caroline.....Edinboro, Pa.
Swift, Miriam.....Edinboro, Pa.
Thompson, Maude.....Marienville, Pa.
Turner, Cleo.....Polk, Pa.
Turner, Daisy.....Linesville, Pa.
Tuttle Marie.....Edinboro, Pa.
Wade, Eleanore.....Edinboro, Pa.
Waid, Carrie.....Centerville, Pa.
Wallace, Mabel.....Utica, Pa.
Watson, Grace.....Cambridge Springs, Pa.
Watson, Lura.....Cambridge Springs, Pa.
Wentz, Cora.....Franklin, Pa.
Werren, Mabel.....Erie, Pa.
Widemire, Grace.....Pittsburg, Pa.
Willis, Belle.....Cambridge Springs, Pa.
Woodcock, Esther.....Guys Mills, Pa.
Worster, LeVieve.....Edinboro, Pa.

**Males.**

Adamson, Ford.....Cochranton, Pa.
Arthurs, Dean.....Edinboro, Pa.
Baron, William E.....McKean, Pa.
Bathurst, Floyd.....Clarendon, Pa.
Butterfield, William.....Venango, Pa.
Connell, William.....Edinboro, Pa.
Cummings, Guy.....Edinboro, Pa.
Davis, Donald.....Atlantic, Pa.
Dundon, Louis.....Edinboro, Pa.
Englehaupt, Claude.....Edinboro, Pa.
Hall, Mearl.....Edinboro, Pa.
Hawkins, Harry.....Saegertown, Pa.
Hawkins, Hayes.....Saegertown, Pa.
Jones, Francis.....Pittsfield, Pa.
McCobb, Gaylord.....Cochranton, Pa.
McCommons, Arthur.....Albion, Pa.
McCommons, John.....Albion, Pa.
McIntosh, Merritt.....Edinboro, Pa.
Marsh, Ward.....Erie, Pa.
Meabon, Willis.....Ripley, N. Y.
Obert, Elmer.....Lincolnville, Pa.
Peck, Rupert.....Wattsburg, Pa.
Phillips, James.....Centerville, Pa.
Pierce, Glenn C.....Cochranton, Pa.

Randall, H. E. ..... Edinboro, Pa.
Rusterholtz, John ..... McKean, Pa.
Show, Opal ..... Ohiopyle, Pa.
Steadman, Lee ..... Edinboro, Pa.
Swift, Charles B ..... Edinboro, Pa.
Thompson, Leslie ..... Cambridge Springs, Pa.
Vandervort, John ..... Brockwayville, Pa.
Whipple, Ray O ..... Edinboro, Pa.

## GRADUATES—DEPARTMENT OF MUSIC.

### SUPERVISOR'S COURSE.

Dundon, Louis ..... Edinboro, Pa.
Luther, Maude ..... Girard, Pa.
Malone, Maude ..... Kane, Pa.

### SPECIAL COURSE.

Bryner, Leta V.—Piano ..... Union City, Pa.
Betram, Emily—Piano ..... Cambridge Springs, Pa.
Dundon, Helen—Piano ..... Edinboro, Pa.
Irwin, Effie M.—Piano ..... Cranberry, Pa.
Malone, Maude—Voice ..... Kane, Pa.
Swift, Elda Theresa—Voice and Piano ..... Cranesville, Pa.

## GRADUATES—DEPARTMENT OF ELOCUTION.

Bathurst, Floyd W ..... Clarendon, Pa.
Dwight, Reba ..... Edinboro, Pa.
Freeman, Maude Ruth ..... Cambridge Springs, Pa.
Galey, Lulu Belle ..... Kennerdell, Pa.
Geer, Maye Anita ..... Edinboro, Pa.
Ghering, Mabel A ..... Edinboro, Pa.
McDaniel, Emma J ..... Mishawaka, Ind.
Mills, Anna Marian ..... Saegertown, Pa.
Phillips, James W ..... Centerville, Pa.
Stoneburg, Myrtle Gayle ..... Tidioute, Pa.
Torry, Florence Ermina ..... Cambridge Springs, Pa

## GRADUATES—BUSINESS DEPARTMENT.

Harned, Lynn.....Cambridge Springs, Pa.
Lewis, Mary.....Edinboro, Pa.
Pigott, Peter.....Edinboro, Pa.
Swaney, Walter.....Edinboro, Pa.
Walker, Georgia.....Edinboro, Pa.

### BOOKKEEPING.

Figueras, Andres Ribas.....Lagua la Grande, Cuba
Smith, Duane.....Cambridge Springs, Pa.
Torry, Joseph.....Edinboro, Pa.

### SHORTHAND.

Harned, Floie.....Cambridge Springs, Pa.

### TYPEWRITING.

Baldwin, Inez.....Edinboro, Pa.

## POST GRADUATES OF 1910.

Anderson, Ruby
Arthurs, Pearl
Baldwin, Jessie
Blystone, Bertha
Braron, Anthony J.
Buck, Howard
Crandall, Ada
Dundon, Helen
Fitzgerald, Florence
Fitzgerald, Frances
Fry, Minnie
Hanson, Alice
Hayes, Wesley, G.
Hotchkiss, Louise
Hutchinson, Ralph
Maloney, Gladys
Mills, Anna
Myers, J. E.
Otto, Charles F.
Payne Jennie
Petitt, Charles N.
Shorts, Clyde
Smith, Lillian
Stoneburg, Myrtle
St. John, Cecile
Swift, Hazel
Timmons, John
Wade, Nettie
Walker, Mrs. C. H.
Waterman, Wayne
Wilson, Annie
Woodward, Peter M.

## MIDDLE YEAR CLASS OF 1910.

### Females.

Alward, Ethel
Andrews, Lena
Armitage, Inez
Armitage, Iva
Austin, Myrtle
Baldwin, Hazel
Bradbury, Essie
Brant, Bernice
Beightol, Naome
Benedict, Lucy.
Benedict, Clara
Benninghoff, Jane
Britton, Martha
Borntrager, Hattie
Boughner, Ethel
Brown, Mary
Buckley, Ethel
Clapper, Lillian
Campbell, Hazel
Chaffee, Dorothy
Crandall, Ada
Christie, Mary
Consedine, Mabel
Coon, Jennie
Cowles, Olive
Coughlin, Anna
Cutshall, Bess
Dahlkemper, Bertha.
Dawley, Flora
Draper, Laura
Devore, Rena
Dirham, Hazel
Doubet, Emelie
Donor, Elizabeth
Dunn, Bess
Durfee, Cora
Frame, Lillian
Fellows, Fannie
Fox, Helen
Gehring, Pearl
Gale, Bertha
Graver, Elizabeth
Gehr, Edna
Gregory, Bernice
Gross, Edith
Gillespie, Lenore
Gossman, Regina
Harpst, Alice
Heckathorn, Mary
Henton, Fay
Henton, Fern
Hineman, Lettie
Hill, Louvena
Hollenbeck, Opal
Howard, Blanche
Howard, Maude
Jackson, Cressie
Jones, Blanche
Jones, Velva.
Kavenny, Bernice
Keck, Ella
King, Ethel
Kline, Okle
Lewis, Annie
Lundburg, Alice
McIntyre, Florence
Madden, Flora
Magnuson, Jennie
Mead, Nellie
Metzger, Ruth
Nelson, Martha
Norman, Myrtle
Phillips, Edith
Phillips, Ethel
Putnam, Bessie
Rifenburg, Irene
Root, Hazel
Small, Hazel
Smallenberger, Dauphine
Saunders, Clara
Smith, Majorie
Sloan, Bertha
Smoyer, Elizabeth
Torry, Florence
Tucker, Katherine
VanDerlin, Alzada

Wasson, Helen
Wiard, Lillian
Wilder, Amy
Wilmier, Anna
Willey, Leah
Weibel, Florence
White, Gladys

**Males**

Baker, Merritt
Baldwin, Lyle
Blair, Roy
Blystone, George
Bradshaw, Guy
Bradshaw, Raymond
Coughlin, Frank
Deamer, Joseph
Dearborn, Ned
Frantz, William
Harbaugh, Earl
Haseltine, Hubert
Howland, Vincent
Joslin, Clyde
Mallery, Wallace
Millspaw, Willis
Mitchell, Forest
Morley, Clarence
Oakes, William
Obert, Harry
Preston, John
Phillips, Ray
Port, Bernard
Richey, Clyde
Saunders, Lloyd
Steiger, Raymond
Thompson, Rexford
Torry, Harry
Unger, Elmer
Urch, Erwin
Weaver, Harry
Williams, Avary
Whitely, Floyd

## JUNIOR CLASS OF 1910.

**Females.**

Austin, Myrtle
Baldwin, Eunice
Brant, Bernice
Bancroft, Grace
Babcock, Allien
Bradbury, Essie
Benedict, Clara
Benedict, Lucy
Benninghoff, Jane
Bemis, Fay
Britton, Martha
Bossard, Mary
Boughner, Ethel
Boyle, Annice
Brown, Lela
Burgess, Nettie
Burns, Mary
Callahan, Naida
Crawford, Catherine
Cook, Edith
Coon, Jennie
Crouch, Irene
Consedine, Mabel
Consedine, Ruby
Crossman, Mary
Cutshall, Bess
Davis, Ella Mae
Dawley, Flora
Draper, Laura
Devore, Rena
Doubet, Emelie
Dunn, Bess
Durfee, Cora
Durfee, Lillian

Frame, Lillian
Frantz, Cora
Gamble, Helen
Gehr, Edna
Grant, Glennie
Gregory, Bernice
Gilbert, Mildred
Garver, Elizabeth
Griswold, Mearl
Grumling, Olive
Hall, Amanda
Harpst, Alice
Harvey, Myrtle
Harvey, Sarah
Hatch, Mamie
Hamilton, Ethel
Hamilton, Mildred
Hayes, Mildred
Hinckley, Hazel
Hostettler, Maude
Jackson, Cressie
Johnson, Alforetta
Kilbane, Zoe
Keck, Ella
Korb, Rosanna
Lewis, Annie
Lewis, Gladys
Lininger, Susie
McCutcheon, Nellie
MacDonald, Elsie
McClintock, Mary
McNulty, Catherine
McQueen, Mabel
McElhaney, Mabel
McDaniel, Flora
McGahen, Opal
McGill, Lulu
McCutcheon, Emma
Magnuson, Jennie
Metzger, Ruth
Mayhue, Cherity
Michael, Anna
Millspaw, Alice
Mills, Cecil
Mischler, Cora
Morgan, Verda
Morrison, Hattie
Morrison, Eleanor
Nichols, Espey
Orton, Bertha
Patterson, Clara
Perry, Jennie
Phillips, Edith
Phillips, Ethel
Porter, Jessie
Reed, Emeline
Richardson, Mary
Richardson, Ruth
Rickard, Alta
Rifenburg, Irene
Russell, Florence
Sadler, Millie
Shafer, Grace
Sammons, Edna
Sayre, Martha
Seley, Dorothy M.
Stephens, Nettie
Steyer, Carrie
Simmons, Mabel
Smith, Augusta
Smith, Majorie
Sullivan, Abbie
Sullivan, Mary
Thompson, Grace
Thompson, Mabel
Townsend, Alice
Tucker, Katherine
Wetterauer, Emma
Wilder, Amy
Willey, Leah
Woods, Alice
Wallace, Bertha
Weekley, Ella

**Males.**

Bradshaw, Raymond
Bradshaw, Guy
Beightol, David
Bell, Clarence
Bigler, Victor
Dearborn, Ned

Firth, Allan
Haseltine, Hubert
Henderson, Brayton
Joslin, Clyde
Kough, Charles
Luther, Arthur
McBride, Edward
McIntosh, Charles
Millspaw, Willis
Miller, John
Negus, Marion
Parkin, Charles
Preston, John
Pigott, Joseph
Port, Bernard
Richey, Clyde
St. John, Nial
Steiger, Raymond
Smith, Knight
Snapp, Abram
Torry, Harry
Watson, George
Whittenberger, Claude

## SPECIAL STUDENTS IN MUSIC.

Alward, Flossie
Achenbach, Lucille
Anderson, Ruby
Autate, Regina
Baker, Merritt W.
Bertram, Emily
Bloom, Esther
Bonner, Olive L.
Blystone, Bertha M.
Bryner, Leta V
Crandall, Leah M.
Cummings, Edith M
Dundon, Louis J.
Dundon, Helen
Fry, Minnie
Hamilton, C. Mildred
Hanson, Alice
Harned, Floie
Hollenbeck, Opal
Hotchkiss, Louise
Irwin, Effie M.
Luther, Arthur A.
Luther, Maud A.
McClintock, Mary A.
McDaniel, Emma J.
McDonald, Elsie J.
McLallen, Ruth
Malone, Maud H.
Mead, Nellie G.
Otto, Charles F.
Payne, Jennie L.
Potter, Mrs. Homer B.
Powell, Elizabeth
Preston, Georgia
Rusterholtz, John H.
St. John, Cecile
Sanford, Frances M.
Saunders, Lloyd
Stanley, Gertrude
Smith, Lillian
Stoneburg, Myrtle
Stover, Grace
Swaney, J. Walter
Swift, Elda
Thompson, Avis
Todd, Hollis H.
Waterman, Wayne
Woodward, Mrs. P. M.

## SPECIAL STUDENTS IN ELOCUTION.

Armitage, Inez G.
Baldwin, Jessie M.
Bartruff, Jeanette E.
Bathurst, Floyd W.
Brennan, Emma Lucy
Buck, Howard L.
Connell, William B.
Cummings, G. L.
Daniels, Mattie
Doing, Ethel
Dundon, Helen
Dwight, Reba

Freeman, Maude
Fry, Minnie M.
Galey, Lulu B.
Geer, Maye A.
Ghering, Mabel A.
Harbaugh, Earl
Himebaugh, Laura
Jones, Francis E.
McDaniel, Emma J.
Nelson Kathryn
Obert, Harry O.
Otto, Charles F.
Phillips, James W.
Randall, Grace
Ryan, Adella
Swaney, M. Agnes
Stoneburg, Myrtle
Torry, Florence
Tuttle, Marie
Vandervort, John
Watson, Lura E.
Waterman, Wayne
Woodward, P. M.

## SPECIAL STUDENTS IN PHYSICAL CULTURE.

**Theory and Practice.**

Beach, Ruth
Unger, Elmer E.

**Practice.**

Blair, Roy
Comstock, Ralph
Figueras, Andres Ribas
Harbaugh, Earl
Hayes, Burl
Kough, Charles
Mallery, Wallace
Oakes, William
Pigott, Joseph
Rusterholtz, Harry
Thompson, Leslie
Unger, Elmer E.
Waterman, Wayne
Whiteley, Floyd

## SPECIAL STUDENTS IN ART.

Bloom, Ester
Bresee, Edna
Dundon, Helen
Fitzgerald, Florence
Goshen, Mary
Hotchkiss, Louise
Lawrence, Leonie
Malone, Maud H.
Maloney, Gladys
Shafer, Grace H.
Stoneburg, Myrtle
Port, Maurice
Todd, Hollis H.

## STUDENTS IN BUSINESS DEPARTMENT.

Autate, Regina M.
Baldwin, Inez
Bloom, Esther
Burgess, Nettie
Campbell, Earl P.
Comstock, Ralph
Draper, Laura M.
Figueras, Andres Ribas
Galusha, Florence
Harned, Floie
Harter, Manna
Harned, Lynn L.
Harrison, Regis
Harshaw, Eugene
Lewis, Mary E.
Maloney, Gladys
Mallery, Wallace
Pettigrew, Ruby
Pigot, Peter
Randall, H. E.
Smith, Duane
Smith, Knight

Smullen, Robert
Stanford, Joe
Swaney, J. Walter
Torry, Joseph
Wade, Eleanore

## STUDENTS IN PREPARATORY COURSE, TEACHERS' COURSE, ETC.

### Females.

Allaire, Elizabeth
Alward, Flossie
Allgeier, Mary
Autate, Regina
Baker, Hazel
Baldwin, Inez
Bates, Cora E.
Blass, Catherine
Beach, Ruth
Behr, Clara M.
Bertram, Emily
Brennan, Emma L.
Butterfield, Marguerite
Beatty, Ruth E.
Boblentz, Mazie
Bloom, Esther
Brown, Linnie
Carless, Ruth
Carrier, Clara I.
Card, Ruth
Cherry, Era
Cobb, Sarah
Connell, Elizabeth M.
Cotton, Beatrice B.
Crandall, Leah
Cummings, Edith
Cummings, Ida Mae
Dearborn, Ella
Deets, Elizabeth B.
Dwight, Reba
Doing, Ethel
Dunn, Lola M.
Evans, Myrtle
Falkenburg, Josephine
Fellows, Ruth I.
Finney, Ruth
Force, Lena B.
Ford, Ruth
Foster, Jennie M.
Fuller, Linn
Gable, Roka
Galusha, Florence
George, Pearl H.
Greenman, Belle
Guild, Margaret
Harrison, Margaret
Harned, Floie
Harter, Manna
Hartley, Emma
Harrington, Gladys
Hess, Florence A.
Hooker, Hazel
Hoskins, May
Hinkson, Verna
Huff, Alice L.
Hughes, Edna C.
Klakamp, Nellie C.
Ketcham, Elgie
Kinney, Edna
Korb, Lura
Lane, Alice L.
Lang, Ethel
Lawrence, Leonie
Leopold, Eva
Lesh, Hazel
Luce, Othel
Luther, Maud A.
McBride, Jennette
McCracken, Mary
McIntyre, Maude
McKinney, Evelyn
McLallen, Ruth
McLaughlin, F. Joanna
McLaughlin, Blanche
McNulty, Emma
Mahan, Mabel
Marsh, Lucile
Maine, Cora
Maurer, Mabel A.
Miller, Roberta

Morgan, Kittie
Moyer, Laura B.
Murphy, Grace
Nelson, Frances
Northrop, Harriet
Oakes, Kerna G.
Owens, Delia
Parker, Vemba
Prindle, Tillie
Perry, Hazel
Pierson, Minnie
Pryor, Lilly I.
Pechin, Emma B.
Peters, Aura May
Porter, Vera M.
Pryor, Daisy V.
Ralston, May
Riggle, Ola M.
Sanford, Flossie.
Shaffer, Elta
Sayre, Kathryn
Stainbrook, Mae
Stafford, Almira
Skelton, Marie
Sweet, Martha E.
Steadman, Vere
Stevenson, Joy
Smith, Lillis
Swift, Elda T.
Strubel, Edna
Stuck, Cora B.
Traphagan, Hazel
Twayon, Lolah O.
Terrill, Olive R.
Thompson, G. Marie
Urch, Janie C.
Vandervort, Ethel
Vincent, Mae
Vallentine, Elda
Wade, Abbie G.
Waite, Hazel
Walrath, Eudora
Walters, Iva
Webster, Lois
Weber, Emma
Wiley, Mary
Williamson, Lena
Winans, Katie
Wilber, Margaret

**Males.**

Austin, James M.
Badders, James O.
Billings, Ralph
Banta, Jacob L.
Campbell, Earl P.
Carpenter, George B.
Chisholm, John
Comstock, Ralph
Dillaman, Frank B
Dupont, Arthur
Frame, Andrew
Frantz, Elmer R.
Figueras, Andres Ribas
Gray, Floyd
Gleeton, Paul
Gillespie, Arzie
Gillespie, Marvin
Goodrich, Raymond.
Harned, Lynn
Harshaw, Eugene
Hayes, Burl
Hood, Harold G.
Hoover, Neva
Hopkins, Mark
Huth, Frederick
Humes, C. Wister
Kaveney, Ivan
Kilbane, Merritt
Kilbane, Chauncey
King, Fred
McCreary, Arhcie
McGahen, Victor
Madden, Francis
Marsh, Charles E.
Miles, Walter
Morgan, Ora
Olszewski, Bronislaus
Pieper, Lynn
Pigott, Peter
Port, Maurice

Potter, Melvin S.
Randall, Robert M.
Rubner, John
Rusterholtz, Harry L.
Stanford, Joe
Swaney, J. Walter
Shreve, Ivan
Service, Andrew
Smith, Duane
Smock, Thelston
Smullen, Robert
Taylor, Harry S.
Todd, Hollis H.
Torry, Joseph
Tucker, Joseph
Wells, Fred
White, Albert
Whiteley, George

## STUDENTS OF MODEL SCHOOL.

### Girls.

Arthurs, Rachel
Autate, Mary
Baldwin, Eunice
Bigler, Helen
Cunningham, Rosie
Howland, Irma
Hotchkiss, Edna
Howland, Ethel
Howland, Meryl
Lasher, Mollie
Lasher, Effie
Lasher, Sarah
Leberman, Emma
MarshLucile
Mallory, Irma
McClure, Ruth
Phifer, Margaret
Robertson, Muriel
Rennick, Grace
Rennick, Emma
Stover, Grace
Shattuck, Selma
Swift, Nina
Small, Mabel
Thompson, Avis
Unger, Mildred
Whipple, Mabel

### Boys.

Autate, Oscar
Anderson, Russell
Baldwin, Oscar
Bigler, Victor
Billings, Ralph
Bigler, Emerson
Campbell, Donald
Deamer, Willie
Ghering, Boyd
Geer, Ney
Goodell, George S.
Gable, Ralph
Gleeten, Russell
Howland, Dwight
Kilbane, Kenneth
Lasher, George
Mallory, Royce
McKrell, Andrew
Phifer, Howard
Peavy, Victor
Perry, Reuben
Richardson, Orlo
Richardson, Louis
Smith, Hugh
Smith, Walter
Smith, Knight
Shafer, Harley
Shea, Clarence
Shaffner, Paul
Shattuck, Leo
Tarbell, Joseph
Tarbell, Winfield
Tarbell, Park
Tarbell, Jesse
Thompson, Harold
Whipple, Carl

# Summary of Attendance

## TERM ATTENDANCE.

| | Ladies | Gentlemen. | Total |
|---|---|---|---|
| Fall Term | 217 | 75 | 292 |
| Winter Term | 229 | 83 | 312 |
| Spring Term | 414 | 125 | 539 |
| | | | 1,426 |

### NORMAL DEPARTMENT.

| | | |
|---|---|---|
| Ladies | 414 | |
| Gentlemen | 152 | |
| | | 566 |

### DEPARTMENT OF ELOCUTION.

| | | |
|---|---|---|
| Ladies | 23 | |
| Gentlemen | 11 | |
| | | 34 |

### DEPARTMENT OF MUSIC.

| | | |
|---|---|---|
| Ladies | 41 | |
| Gentlemen | 11 | |
| | | 52 |

### BUSINESS DEPARTMENT.

| | | |
|---|---|---|
| Ladies | 12 | |
| Gentlemen | 15 | |
| | | 27 |

### DEPARTMENT OF ART.

| | | |
|---|---|---|
| Ladies | 11 | |
| Gentlemen | 2 | |
| | | 13 |

### SPECIAL PHYSICAL CULTURE.

| | | |
|---|---|---|
| Ladies | 1 | |
| Gentlemen | 14 | |
| | | 15 |

### MODEL SCHOOL.

| | | |
|---|---|---|
| Girls | 27 | |
| Boys | 36 | |
| | | 63 |

| | |
|---|---|
| Total number of students in all departments | 770 |
| Total number of different students | 653 |

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

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